



**Urban Arts Partnership
Curriculum Map
2012-2013**

**Name: Martin Urbach
School: PS112
Grade/Class: 2nd and 3rd
Art Form: Percussion and Music**

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

Through fun and engaging rhythmic/melodic games and compositions, students will learn the art of music. The format of a percussion ensemble will serve as a platform on which the students will learn lifelong skills to be able to work as a part of a team. Each student will explore and hone her/his ability to be an individual with a voice, but that consciously works towards the success of the team as a whole. Students will learn musical elements and gain an understanding of how to use their knowledge in a real musical group, where they will create their own compositions as well as perform popular musical repertoire. This year's program will include a comprehensive section on socially conscious topics.

Some of the concepts that we will cover:

- Introduction to the family of percussion instruments.
- Introduction to the piano (keyboard)
- Introduction to recorders, flutes and a variety of other musical instruments.
- Basic rhythms and musical notation.
- Independence and coordination
- Rudiments; the basic building blocks of drumming.
- Overview of different percussion music/traditions from around the world, most importantly from our own culture!
- Composition and Improvisation. Theme and Variations.
- Role of each member of an ensemble. Being a soloist and being an accompanist.
- Role of a musician (artist) in society.
- How to keep the earth clean, recycling, resources and energy waste.
- How other communities/cultures work in relation to ours.
- An overview to our background as immigrants.
- Work ethic.
- Empathy
- How to be a leader and how to be a follower.
- Self -expression through movement and sound.
- How different people learn in different ways. Strengths and Weaknesses.
- Rhythmic and musical games.
- Tips on how to help our teammates be the best they can be.
- The appropriate language/manners that we use to communicate our feelings and give criticism, advice, etc. (professionalism)
- History and Geography, to better understand where percussion comes from and how it evolved.

Project Organization:

We will focus on having lots of small projects. Each project will last 3-4 weeks and will be made up of several activities (challenges) that layer and connect with one another to create an easy to understand, meaningful unit of study. Every project will contain basic rudimentary information

about music making, several activities to explore the art form, a chance to create (compose) a piece of music and a culminating performance/reflection about the project. We will also have a "toolbox" full of short (5 minutes), simple and fun "challenges" that we can use as transitional activities and for when the children need to refocus.

The repetition aspect will allow the students to connect with the material in a deeper and more organic way. The transitional activities will serve as a refocus /reboot button and the layered activities will keep the children engaged and active across their multiple intelligences. (I like to explore the same information across many different art forms: music, dance, art-making, writing, movement, fine art and more)

Class Organization:

Each class will start with an informal greeting, check in, students/teacher daily share (Great community building). Then we will follow a 4-activity lesson plan (usually). We will start with: 1) Self exploration of a lesson plan's goal. Without much spoken directions, I will let the kids have a short free exploration of a simple musical concept with their instruments or just their environment around them. 2) Guided exploration: Here I add another layer of contextual information, I demonstrate the concepts, we practice them, questions arise, get answers. 3) Art Making: Here is where we actually get involved in writing our piece, and get deeper into our goal, music making, playing our drums as an ensemble, playing rhythmic games, call and responses, lead and follow, show and tells, etc. Sometimes we will include cross genre art making. Ex: Rhythmic drawing/painting, when students draw or paint but with the goal being that the pencil/brush strokes follow the rhythmic patterns of the music we are listening to. Maybe we will have some dancing, writing short stories, making drums out of recycled trash items, etc! And to end, we will have 4) Reflection: a drum circle meets town hall meeting where we can share our experiences of the day's lesson. What we learned, what we struggled with, how we can make it better. Here I also show an audio or video clip that relates to the concepts that we explored.

Essential Question

One big question that you'll be exploring all year through all the projects?

Essential Question:

What can we do as individuals to make better music?
What can we do as members of an ensemble to help our teammates make better music?
Is it time for me to lead or to follow?
Can I hear other musicians well or do I have to adjust my volume?
Why do I want to learn music?

Inquiry Questions

Is it time for me to lead or to follow?
Can I hear other musicians well or do I have to adjust my volume?
How do I play my own part? How does it relate to my friend's?
What songs that I listen to on a day-to-day basis incorporate these rhythms?
How does this music relate to my own culture?
What are the elements that I really like about them and why?

What can I do to showcase my own culture and inspire others to learn more from it?
How and why did our ancestors started to play musical instruments?

Project #1 Description

What will be your first project and how does it relate to your goals?

We will apply our knowledge of orchestration, composition and improvisation to make the soundtrack to a story from a book: Dr. Seuss' "Did I ever tell you how lucky you are?".

We will create melodic/rhythmic themes that accompany and highlight every character and setting from the story.

Project #2 Description

What will be your second project and how does it relate to your goals?

We will create 2 and 3 layer percussive beats based on Afro Latin rhythms. We will study reggae, samba, bembé and salsa to get inspiration for our original composition. We will also learn to play the recorder. We will learn basic music theory and proper breathing techniques. We will finish the project by composing a piece of music in 2 movements. 1: Body percussion. 2: Recorders. 3: multi-layered drum beats.

Project #3 Description

What will be your second project and how does it relate to your goals?

We will create a socially conscious set of compositions that deal with specific social issues. The project will be a multi media, interdisciplinary PSA campaign that is drenched with positive actions rather than "anti this, anti that".

We will create an original composition and music video to upload to the It gets better project.

We will create a "flashmob" body percussion performance demanding healthy school snacks

We will create our own TShirts for the Urban Arts Fest

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Question & Masterwork: How can we use the basic building blocks of music to create an original composition that serves as the soundtrack to a story from a book?

Materials Needed: Drums, Buckets, Pencils, Boombox, Books, Projector, Crayons, Paper, Scarves, Tennis Balls, Dr. Seuss' "Did I ever tell you how lucky you are?"

Culminating Event and Date: TBA

Field Trip dates (include career contact): TBA

Project Name: Introduction to the World of Percussion and reading!

Project Goal: To create original compositions based on Dr. Seuss' "Did I ever tell you how lucky you are?" that include:

- Steady Rhythm in 4/4, 3/4.
- Thematic development

- Rudiments
- Call and Response
- Use of Dynamics (volume)
- Mastery of musical vocabulary
- Improvisations and compositions based on stories from books.
- An emphasis on exploring our own cultures as well as the cultures from Ghana, Mali, Brazil, Puerto Rico, Cuba and New Orleans.

Final Product:

- A short musical score to the book of our choice.
- A Percussion ensemble arrangement of Rudolph The Rednose Raindeer!
- Mastery of tempo and dynamics
- Strong understanding of single and duple layered rhythms
- Basic understanding of 4-5 rudiments.

Common Core Standards for Music:

Students will be able to:

- Understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Blueprint: Students will be able to:

- Perform and recognize musical forms: binary, ternary, rondo, and popular song.
- Perform in duple and triple meters.
- Perform in a variety of tempos.

Perform rhythmic patterns with accuracy: whole, half, quarter, eighth, and dotted rhythms. Sing and play in harmony: rounds, songs with ostinato, and music in two parts.

- Incorporate dynamics: crescendo and decrescendo. Perform with a variety of timbres, expressively using dynamics, rhythm, and articulation.
- Improvise and compose music on a given subject or from imagination.
- Create simple meter compositions (4/4, 3/4, or 2/4).

- Create and respond to musical cues while singing, playing, and moving. n make choices that incorporate prior musical knowledge.
- Students take responsibility for their instruments, music materials, and learning environment.
- Demonstrate an understanding of a variety of musical traditions through appropriate audience and performance etiquette.

Common Core Standards for Reading:

- Ask and answer such questions as What, Who, When, Where, Why and How, to demonstrate understanding of key details in text.
- Recount stories from diverse cultures, and determine their central message, lesson or moral.
- Describe how words and phrases (regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
- Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	10/18/12	Intro	-----		Intro, Rules, Program Board making	Set expectations and guidelines
2	10/25/12	Experience	Tempo Beat	- Brazilian Batucada Film -Last year's clubs - drumming groups	Watching media. Playing Steady tempo. Call and Response, counting beats.	Learn slow, medium and fast tempo. Keep Steady rhythm. Begin to tune their ears to rhythm and their eyes to music notation
3	11/1/12	Study	Groove Measure/Bar		Playing 2 bar phrases. Playing A + B sections. Writing beats. Call and Response	Learning and memorizing longer musical phrases. Learn to recognize different forms. Learn the math of music.
4	11/8/12	Study	Diminuendo Crescendo	Beethoven "5th Symphonie	Applying Dynamics to our phrases, contrast, 4 limb coordination	Learn different ranges in volume. Play different rhythms with different body parts.
5	11/15/12	Create	Dynamics Rudiments	ParaDiddles single, double	Learning 2 American Rudiments and applying them musically. Start composing our theme for storytelling.	Create Original work based on their knowledge. Bring their

				stroke rolls		personality into the artform.
6	11/29/12	Create	Layer Vamp		Set a rhythmc/melodic “theme” for each character in the book and layer it as a soundtrack. Repeat sections.	Learn the link between music and a storyline. Use music to enhance and support the meaning of a story
7	12/6/12	Refine	Orchestrate Improvise		Use Different instruments for our composition. Make specific teams of instrumentalists, narrators and conductors	Create teams to assign and divide the work that it takes to complete the project. Lead and Follow.
8	12/13/12	Present	Compose Mastery		Last minute rehearsal notes, dress rehearsal, work showcase for Parents.	Work under pressure, work ethic and the concept of “letting go”. Stage presence.
9	12/20/12	Reflect	Craft Folkloric		Reflection on work, what is next? Party!	Analyze our work, learn from mistakes and from the great parts. Set new goals.

Project #1

Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (3-5 questions that will guide your project):

Materials Needed: Same as Project 1

Equipment checkout: Same as Project 1

Culminating Event and Date: Performance on 3/21/2013

Field Trip dates (include career contact): Socrates Park, Museum of Moving Image. Dates TBD with school

Project Name: Layers in Rhyth. Recorder-a-thon!

Project Goal:

We will create 2 and 3 layer percussive beats based on Afro Latin rhythms. We will study reggae, samba, bembé and salsa to get inspiration for our original composition. We will also learn to play the recorder. We will learn basic music theory and proper breathing techniques.

Final Product:

We will finish the project by composing a piece of music in 2 movements. 1: Body percussion. 2: Recorders. 3: multi-layered drum beats.

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading)

Reading: 2.RL.1: Ask and answer such questions as: Who, Why, What, When, Where and How to demonstrate understanding of key details in a text.

Reading: 2.RL.2: Recount stories including folktales and determine their central message

Reading: 2.RL.4: Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Students will be able to follow, understand, analyze and make informed and objective decisions about different situations in real life. By studying the morale from folktales, students will have an inside look into how different people learn to problem solve from their ancestors.

Project #2:

Sess#	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	1/3/2013	Experience Study	Ensemble Polyrhythm	"They Dont' Really Care about us" OLODUM	Learn samba in 3 layers. Bottom, Middle, Top Intro to Recorders	Layered music Listening Skills
2	1/10/2013	Study	Stacatto Legatto	Practice	Practice	practice
3	1/17/2013	Experience Study	Clave/Key Cascara/Peel	"Pedro Navaja" RUBEN BLADES	Learn Salsa in 3 layers. Clave, Tumbao, Casacara, GuaGuanCo Fingering the Scale from top to bottom	Layered music Listening Skills Melodic music
4	1/24/2013	Study	Nimble Circular Breathing	Practice	Practice	practice
5	1/31/2013	Experience Study	Quarter Note Juxtaposition	"Reggaeeton" Mary Had a Little Lamb	Learn Reggaeeton beats and variations. Basic note reading.	Layered music Listening Skills Theory and note writing/reading
6	2/7/2013	Study	Acceleando Decelerando	Practice	Practice	practice
7	2/14/2013	Experience Study	Coordination Flow	Body Percussion Movie	Learn body percussion by beats. Safety Recorder choir!	Layered music Listening Skills Theory and note writing/reading
8	2/28/2013	Create	Round Methods		Compose part 1 and 3 from song	compose
9	3/7/2013	Create	Form Accidental		Compose part 2 from song	compose
10	3/14/2013	Refine	Surprise from idictionary!		Practice and refine	Refine song
11	3/21/2013	Present and Reflect	Surprise from idictionary!		Present song and party	.present and party
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #3

Guiding Questions (3-5 questions that will guide your project): How can we use our art to make personal statements?

How can we use our art to better our communities? How can we use our art to bring awareness and social change?

Materials Needed: Same as Project 1

Equipment checkout:

Culminating Event and Date: 6/20/2013 (and school assembly performance with drama club from IDEAS)

Field Trip dates (include career contact): Urban Arts Fest, Astoria Park. Dates TBA.

Project Name: 3 ways to express good!

Project Goal: We will create a socially conscious set of compositions that deal with specific social

issues. The project will be a multi media, interdisciplinary PSA campaign that is drenched with positive actions rather than “anti this, anti that”.

The unit will be divided in 3 projects that will last 3-4 weeks each

Final Product:

We will create an original composition and music video to upload to the It gets better project.

We will create a “flashmob” body percussion performance demanding healthy school snacks

Use buckets for music and clean up!

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Language)

2.SL.1: Participate in diverse conversations with diverse patterns about grade 2 topics and texts with peers and adults in small and large groups.

2.SL.5: Create audio recordings of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #3:

Sess#	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	4/4/2013	Experience Study Create	Mic Check Flash Mob	Flashmob Videos "Copenhagen train station	flash mob about healthy snacks Make draft of designs Make campaign chorus, riff, mic check	
2	4/18/2103	Experience Study Create	Issues Social Consciousness		flash mob about healthy snacks design and paint tshirts organize movement	
3	4/25/2013	Refine	Organization Skills		flash mob about healthy snacks practice and refine	
4	5/2/2013	Present	Agenda Timeline		flash mob about healthy snacks Present	
5	5/9/2103	Reflect Experience Study Create	Bullying Good Deed	It gets better video (Age/content appropriate)	Reflect on previous project It gets better composition Webbing on bullying and being nice write music and lyrics for the verse	
6	5/16/2013	Experience Study Create	Compassion Empathy		It gets better composition Webbing on bullying and being nice write music and lyrics for the chorus	
7	5/23/2013	Experience Study Create	Good Sumaritan Equality for all	I have a dream Martin Luther King	It gets better composition add percussion and recorder instruments sing/ rap	
8	5/30/2013	Refine	Dictionary Random word!		It gets better composition practice practice practice	
9	6/6/2013	Refine Present	Dictionary Random word!	African Field Recordings	It gets better compositon Film and edit video together. Party!	
10	6/13/2013	Reflect Create Present	Dictionary Random word!	Solomon Island Pipe Drumming video	Reflect on previous project Set up outside the school (or at a park) perform and clean up afterwards!	
11	6/20/2013	Create Present	Dictionary Random word!	PS112 video log.	Set up outside the school (or at a park) perform and clean up afterwards!	
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	<div data-bbox="390 735 1982 1084"> <ul style="list-style-type: none"> · Student can find a relationship between concepts learned in class and day to day activities · Student shows deep learning, asks thoughtful questions, creates own work · Student incorporates concepts learnt in class into her/his own work of art · Student creates art that is meaningful to her/him · Student gets inspiration from social/political issues <p>Student uses her/his work of art in addition to her/his voice as a vehicle for change in the community</p> </div>
ACHIEVING	<ul style="list-style-type: none"> · Student asks questions relevant to concepts learned in class · Student shows basic understanding of concepts · Student creates simple and short original work or arranges existing pieces of art and makes it her/his own <p>Student uses some of the concepts learnt in class to broaden the depth of the artwork</p> <p>Student questions and analyzes existing works of art and tries to incorporate a social message to her/his own</p> <p>Student gets her/his peers excited and interested to join the music club.</p>
EMERGING	

	<ul style="list-style-type: none"> • Student does not show understanding of concepts learned in class. • Student does not participate in the projects. • Student shows a boring demeanor when presenting work • Student does not even do the bare minimum of work. Often times, does nothing. • Student does not engage in conversations about any of the topics in class <p>Student shows apathy towards most things regarding the class</p>
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*** By the beginning of December, we will make our own rubric as a class.**